

**TCAP Achievement, Grade 5, Social Studies**  
**Criterion Referenced Test (CRT) Reporting Categories with State Performance Indicators (SPI)**

<b>Economics</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.2.1	Differentiate between needs and wants on a personal and national level.
5.2.2	Differentiate between an economic boom and bust.
5.2.3	Recognize the concept of buying on credit
5.2.4	Interpret economic issues as expressed in maps, tables, diagrams, and charts (i.e., automobile sales, unemployment rates, or airplane production).
5.2.5	Analyze how environmental changes and crisis affected the economy across the nation in the 1930's (i.e., Dust Bowl, Black Tuesday, Great Depression, Hoovervilles).
5.2.6	Recognize how Americans used credit/installment plans to purchase consumer goods in the 1920's (i.e., vacuum cleaners, washing machines, radios, and other home appliances).
<b>Geography</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.3.1	Locate continents and significant bodies of water (i.e., the Great Lakes, Atlantic, Arctic and Pacific Oceans, Columbia, Missouri, Colorado, Rio Grande, Ohio, Tennessee, St. Lawrence and Mississippi Rivers).
5.3.2	Determine America's population shifts by interpreting a population map.
5.3.3	Locate information from an atlas entry.
5.3.4	Locate a major United States city using latitude and longitude.
5.3.5	Identify the physical and political boundaries of Tennessee.
5.3.6	Locate the 50 states using a map with each state outlined.
5.3.7	Recognize and compare landforms, climate, and natural resources of the three grand divisions of Tennessee.
5.3.8	Interpret a climograph.
<b>Governance and Civics</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.4.1	Distinguish between the local, state, and federal levels of the legislative, executive, and judicial branches of the American government.
5.4.2	Select examples using illustrations of First Amendment freedoms (i.e., speech, assembly, and religion).
5.4.3	Recognize the rights established by the 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup> , and 19 <sup>th</sup> Amendments.
5.4.4	Recognize the differences between the Tennessee State Constitution and the United States Constitution.
5.1.3	Recognize personal, religious, and national celebrations of various American cultures (i.e., Independence Day, Columbus Day, Native American or American Indian Day, Martin Luther King Jr. Day, Veteran's Day, Memorial Day, or Thanksgiving).
5.4.5	Differentiate among the purposes stated in the Declaration of Independence, the United States Constitution, and the Bill of Rights.
5.6.3	Recognize situations requiring conflict resolution.
<b>History United States Time Period 2: Eras 4, 5, 6</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.5.1	Interpret sectional differences in the North and South in pre-Civil War (i.e., a map of Union, Confederate, and border states; pictorial representations of crop production; reading timelines; and interpreting bar graphs showing human, natural, and manmade resources).
5.5.2	Recognize military and nonmilitary leaders from the North and South during Civil War (i.e., Frederick Douglass, Clara Barton, Chief Justice Roger Taney, Abraham Lincoln, Ulysses S. Grant, Robert E. Lee, and Jefferson Davis).
5.5.3	Interpret timelines that depict major historical post-Civil War events.
5.5.6	Determine the hardships encountered by Greater Plain settlers in the late 1800's (i.e., building materials, natural geography, climatic conditions, isolated communities, lack of revenue).
5.1.2	Interpret how culture changes over time as a consequence of industrialization, technology or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
5.5.7	Interpret a primary reading sample.
5.6.2	Use tools of social science inquiry such as surveys, statistics, maps, and documents.

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<b>History United States Time Period 3: Eras 7, 8, 9, 10</b>	
<b>SPI#</b>	<b>State Performance Indicator</b>
5.6.1	Recognize people who contributed to reform in Tennessee and American society (i.e., Samuel Gompers, Jane Adams, Martin Luther King Jr., Gov. Austin Peay, Anne Dallas Dudley).
5.1.1	Recognize components of American culture (i.e., holidays, language, clothing, food, art, music, and religion).
5.5.3	Interpret timelines that depict major historical post-Civil War events.
5.5.4	Recognize the rights that workers fought for in the late 1800's (i.e., wages, hours, insurance, and working conditions).
5.5.5	Interpret a visual contrasting life before and after World War II (i.e., education, family size, transportation, urbanization, and the role of women).
5.1.2	Interpret how culture changes over time as a consequence of industrialization, technology, or cultural diffusion (i.e., railroad transportation, telecommunication, building design, varied types of music, and the growth of government services).
5.5.8	Recognize examples of how the United States confronted Civil Rights issues (i.e., Brown v. Board of Education, Montgomery Bus Boycott, Birmingham Civil Rights march, American Indian Movement (AIM) Civil Rights Act of 1964).
5.5.7	Interpret a primary reading sample.
5.6.2	Use tools of social science inquire such as surveys, statistics, maps, and documents.
5.1.4	Analyze graphs to discover cultural trends (i.e., clothing, music, or radio sales).

**SPI# -- Grade Level . Content Standard Number . Performance Indicator Number**

**Please refer questions about this list to the Tennessee Department of Education, Evaluation and Assessment. 1/08/04**